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ABSTRACT

Based on Grimm's fairy tales, this lesson plan presents activities designed to help students understand that fairy tales connect them to earlier generations, help them think about present situations, that magic figures prominently in fairy tales, and that fairy tales can inspire readers to create original works of art. The main activity in the lesson involves students making collages based on a particular fairy tale. It includes objectives, materials, procedures, adaptations, discussion questions, evaluation methods, extension activities, annotations of suggested readings and web links, vocabulary, and related academic standards and benchmarks addressed in the lesson plan. The lesson plan also contains a description of a video clip related to the lesson, comprehension questions related to the video clip, and answers to those comprehension questions. (RS)

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TITLE OF LESSON PLAN: Brothers Grimm

LENGTH OF LESSON: One class period

GRADE LEVEL: K-2

SUBJECT AREA: Literature

CREDIT: Summer Productions, Inc.

OBJECTIVES: Students will understand the following:

1. Fairy tales connect us with earlier generations who enjoyed the same tales.

2. Fairy tales help us think about present situations we find ourselves in.

3. Magic figures prominently in fairy tales.

4. Fairy tales can inspire readers to create original works of art.

MATERIALS:

In addition to the materials listed below for students, the teacher may want to refer to *The Art of Eric Carle* (Philomel Books, 1996). Carle has produced illustrated books that retell Grimm fairy tales.

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The fairy tale "The Fisherman and His Wife"

Thin acrylic watercolors or poster paint that has been watered down

Crayons or colored pencils

Brushes and sponges

White tissue paper, tracing paper

Adhesive glitter or glue and regular glitter (silver and gold glitter)

Scissors

White poster board

PROCEDURE:

1. After you and your students have read "The Fisherman and His Wife," suggest that each student create a fish collage using painted tissue paper. Begin by discussing the parts of a fish and the purpose of each part:

- Head, pointed to cut through the water
- Mouth in head to take in water
- Gills for breathing the oxygen distilled from the water that the fish takes in through its mouth
- Body, tapered toward the rear and ending in broad tail fin that propels fish forward
- Other fins along the fish's body to stop the fish from rolling from side to side and to act as brakes

2. Direct each student to place a single sheet of white tissue paper on a clean surface.

3. Show students how to paint bold strokes in one color onto the tissue paper, lifting the paper up from time to time so that it doesn't stick to the surface.

4. Tell students to place their painted tissue paper on spread-out newspapers to dry.

5. When the painted tissue paper is dry, students should use a brush to paint on it in a second color, creating swirls, stripes, and dots. They may also decorate sections of the tissue paper with glitter.

6. Again the tissue paper needs to dry.

7. Repeat the process of adding another color over the previous ones and giving the repainted tissue paper a chance to dry. Students may use a sponge dipped in paint to apply additional colors at this point.

8. To make the collage, students should draw the outline of a fish on tracing paper, place the outline over one area of the painted tissue paper, and cut out part of the fish through the tracing paper and tissue paper. Then students should move the remaining part of their outline to another area of the painted tissue paper and cut out another part of the fish through the tracing paper and tissue paper. When the entire outline of the fish has been cut out, students should paste the different parts of the tissue-paper fish onto white poster board.

9. Encourage students to exchange pieces of painted tissue paper with one another to make everyone's collage more colorful.

10. Students should add finishing touches—showing, for example, gills and fins—with crayons, colored pencils, or more glitter.

11. Display students' collages around the classroom or in the school hallways.

ADAPTATIONS:

Have students make their fish collages resemble a specific kind of fish rather than merely a generic fish. For example, suggest that some students draw the outline of a flounder (or flatfish) and that others draw outlines of fish that look quite different from a flounder—for example, a dogfish, a turbot, or a swordfish.

DISCUSSION QUESTIONS:

1. Discuss the three wishes each student would make upon meeting a magic fish. Then discuss whether their wishes are for themselves, for someone else they know, or for others in the world around them. Next ask them to make three new wishes, one in each of these categories. Discuss their reasoning behind each of their choices.

2. The fisherman comments, "It will not end well. It will not end well. Asking to be archbishop is too shameless." What does he mean by this, and what is he afraid will happen?

3. Discuss whether or not this fairy tale has a moral. Can a story have more than one lesson? Discuss the possibilities.

EVALUATION:

You can evaluate students by using the following three-point rubric:

Three points: followed all directions in painting and decorating the tissue paper; worked neatly and safely, especially when using scissors; willingly shared decorated tissue paper with other students

Two points: followed most directions in painting and decorating the tissue paper; showed some carelessness, especially when using scissors; willingly shared decorated tissue paper with other students

One point: did not follow most directions in painting and decorating the tissue paper; worked carelessly, especially when using scissors; would not share decorated tissue paper with other students

EXTENSION:

Comparing and Contrasting Grimm Tales

After students have become very familiar with "The Fisherman and His Wife," read another Grimm fairy tale to them—perhaps, "The Three Golden Hairs" or "The Frog King." Lead them in a discussion to see how the tales are similar and how they are different from one another. Draw students' attention to elements such as the following:

- Magic
- Hero
- Hard or mean characters
- Kind or innocent characters
- Good actions and bad actions
- Lesson or moral that the tale teaches

Changing Characters

Put your students into small groups. Give them the assignment to work in the groups to prepare new oral versions of the Grimm tales they have read—versions with different characters but the same lessons. For example, in "The Fisherman and His Wife," what might the fisherman find instead of a magic fish? In "The Three Golden Hairs," what if the queen were a king and the baby a boy instead of a girl? In "The Frog King," ask them to substitute two other characters in lieu of the princess and the frog.

SUGGESTED READINGS:

Grimms' Fairy Tales

by the brothers Grimm, Grosset & Dunlap, 1994.

Japanese Tales and Legends

Helen McAlpine, Oxford University Press, 1958; reprinted 1990.

Anno's Twice Told Tales: The Fisherman and His Wife & The Four Clever Brothers

The Brothers Grimm & Mr. Fox. Illustrated by Mitsumasa Anno, Philomel Books, 1993

WEB LINKS:

Biographical Notes for Eric Carle

http://www.eric-carle.com/bio.html

The Official Eric Carle Web Site

http://www.eric-carle.com/

Fairy Tales: The Frog Prince by the Brothers Grimm

http://www.abp1.com/3funhous/stories/story05.html

VOCABULARY:

animation

The act of making drawings appear to move.

Context:

Making animation with paper and crayons.

cast

To throw a line or net into the water, usually with the intent of catching fish.

Context:

Each morning he went down to the shore and cast his net for fish.

flounder

A type of fish, usually one that is also called a flatfish.

Context:

One morning he was gazing into the clear, still water and suddenly pulled up a flounder with gold and silver scales.

archbishop

A religious leader who is the head of a church province or territory.

Context:

Go to the flounder and tell him I want to be archbishop.

ACADEMIC STANDARDS:

Grade Level: K-2

Subject Area: language arts

Standard: Demonstrates a familiarity with selected works of enduring quality.

Benchmarks: Demonstrates a knowledge of the plots and major characters of selected classic fairy tales, folktales, legends, and fables from around the world.

Grade Level: K-4

Subject Area: visual arts

Standard: Understands the characteristics and merits of one's own artwork and the artwork of others.

Benchmarks: Knows various purposes for creating works of visual art.

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Video Information and Comprehension Questions

Video Description
This program provides non-verbal, entertaining examples set to music of how to use paper, crayons, scissors, and glue. In this episode, Jorgen Clevin demonstrates how to use a pencil and two pieces of paper to make simple animated cartoons.

This animated series of Grimm's Fairy Tales brings the illustrations of Eric Carle to life. The German stories are old favorites that offer children a look at a bygone world with morals that pertain to modern life. The dialogue is taken directly from Carle's books, making the films excellent material for promoting reading.

This is another in the animated series of Grimm's Fairy Tales, bringing illustrator Eric Carle's drawings to life. The German stories are old favorites that offer children a look at a bygone world with morals that pertain to modern life. The dialogue is taken directly from Carle's books, making the films excellent material for promoting reading.

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Download Comprehension Questions & Answers ⓟ

The Comprehension Questions are available to download as an RTF file. You can save the file to your desktop and open it in a word processing program.

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TITLE OF VIDEO:
Brothers Grimm

VIDEO COMPREHENSION QUESTIONS:

1. What materials does the artist use to create the drawings?

2. What does the artist do to make the drawings seem to move?

3. What were the fisherman's wife's first three wishes?

4. Who granted the fisherman's wife's wishes?

5. What was the wife's final wish?

6. What happened to the fisherman and his wife after she made her final wish?

7. Why did the queen throw the baby into the water?

8. Who found the baby in the water, and what did they do?

9. What did the queen do when she discovered that the child she threw in the water had been rescued and was now 18 years old?

10. What did the queen order the girl to do to prove her love for the prince?

11. What three questions did the princess promise to answer when she returned from her visit with the devil?

12. Who helped the princess secure the golden hairs and answer the questions?

13. What does the princess agree to give the frog if he retrieves the ball from the well for her?

14. Why does the princess keep her promise to the frog?

15. What causes the frog to change back into a prince?

16. Who is Faithful Henry, and what happened to him?

17. What setting did the director choose for this version of "The Frog King?"

18. What was the hardest scene in "The Frog King" for the actress playing the princess and why?

19. How many frogs were used for "The Frog King," and how did they catch them?

20. How did the director make the frog appear to talk?

21. How did the film makers get the frog to sit on a pillow at the table and then jump in the soup?

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Brothers Grimm

VIDEO COMPREHENSION QUESTIONS AND ANSWERS:

1. What materials does the artist use to create the drawings?
The artist uses only paper and a pencil to create the drawings.

2. What does the artist do to make the drawings seem to move?
In order to make the drawings seem to move, the artist fastens the papers together and then rolls one of the drawings around a pencil in order to move it quickly back and forth over the other. This action makes the character appear to move.

3. What were the fisherman's wife's first three wishes?
First the fisherman's wife wished for a big house like those in the city and a black dress with white frills. Then she wished to be a queen and live in a castle. Next she wished to be archbishop.

4. Who granted the fisherman's wife's wishes?
A talking flounder with magic gold and silver scales granted the fisherman's wife's wishes.

5. What was the wife's final wish?
The wife's last wish was to be ruler of the universe.

6. What happened to the fisherman and his wife after she made her final wish?
When the fisherman's wife asked to become ruler of the universe, the magic fish turned the cathedral back into a hut, changed the wife's clothes back to her old ones, and never appeared before the fisherman again.

7. Why did the queen throw the baby into the water?
The queen threw the baby into the water because she had heard the prediction that the child would become queen when she reached 18, and the queen wanted to prevent that from happening.

8. Who found the baby in the water, and what did they do?
A miller and his wife rescued the baby from the water and raised her as though she was their own child.

9. What did the queen do when she discovered that the child she threw in the water had been rescued and was now 18 years old?
The queen sent the girl to the kingdom with a letter for the king, ordering him to kill her. But thieves found the queen's letter after the girl took shelter with them, and they changed it so that the letter directed the king to have the girl marry the prince before the queen returned.

10. What did the queen order the girl to do to prove her love for the prince?
The queen ordered the girl to bring three golden hairs from the devil's beard to her in order to prove her love for the prince.

11. What three questions did the princess promise to answer when she returned from her visit with the devil?
The new princess promised to find out why a fountain no longer flowed, why a tree no longer had leaves or apples, and why an oarsman had to keep rowing a ferry.

12. Who helped the princess secure the golden hairs and answer the questions?
The devil's grandmother, who was an old woman, used magic to hide the princess, help her get the three golden hairs, and find out the answers to the questions.

13. What does the princess agree to give the frog if he retrieves the ball from the well for her?
The princess agrees that the frog can be her friend, sit at her table, eat from her plate, drink from her cup, and sleep in her bed if he retrieves the ball from the well for her.

14. Why does the princess keep her promise to the frog?
The princess keeps her promise to the frog because her father makes her, reminding her that the frog helped her when she needed it and telling her that she cannot go back on her promise.

15. What causes the frog to change back into a prince?
The princess, Ann, throws the frog against a wall, causing him to break the spell of the wicked witch and change back into a prince.

16. Who is Faithful Henry, and what happened to him?
The heartbroken friend of the prince, Faithful Henry, recovered when the spell was broken and the prince became a man again.

17. What setting did the director choose for this version of "The Frog King?"
The director chose to set this version of "The Frog King" in turn-of-the-century America, which would place it around 1900.

18. What was the hardest scene in "The Frog King" for the actress playing the princess and why?
The well scene was the hardest one for the actress playing the princess because it required her to cry, and she was unable to do so without the help of glycerin on her cheeks.

19. How many frogs were used for "The Frog King," and how did they catch them?
Ten real frogs were used in the film. They were caught in a night expedition by the director and his three sons, who blinded the frogs with a flashlight in order to catch them.

20. How did the director make the frog appear to talk?
The director commissioned an artist to create a large puppet and then filmed him talking. He made the puppet appear smaller by placing larger objects around him or by not showing the edges of things.

21. How did the film makers get the frog to sit on a pillow at the table and then jump in the soup?
Because frogs are cold-blooded and will slow down when the temperature drops, the film makers kept the frog in the refrigerator overnight. Then they placed him on the pillow immediately after taking him out of the cold, which helped him remain still. The frog did not actually jump in the soup but was tossed there. Then the film was spliced to make it appear that he had jumped in.

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